

1950

A study of the teaching of economics in the high schools of Massachusetts.

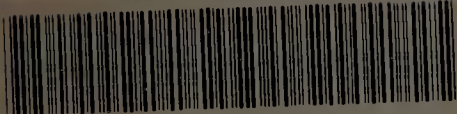
Ada W. Tague
University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Tague, Ada W., "A study of the teaching of economics in the high schools of Massachusetts." (1950).
Masters Theses 1911 - February 2014. 2854.
Retrieved from <https://scholarworks.umass.edu/theses/2854>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013579264

A STUDY OF THE TEACHING OF ECONOMICS
IN THE HIGH SCHOOLS OF MASSACHUSETTS

TAQUE

1951

LD
3234
M268
1951
T128

A STUDY OF THE TEACHING OF ECONOMICS
IN THE HIGH SCHOOLS OF MASSACHUSETTS

by
Ada W. Tague

RECEIVED
JAN 12 1951
LIBRARY OF THE
UNIVERSITY OF MASSACHUSETTS

Thesis submitted for the degree of

Master of Science

UNIVERSITY OF MASSACHUSETTS

Amherst, Massachusetts

1950

TABLE OF CONTENTS

	Page
I PROBLEM OF STUDY--ITS NEED AND VALUE	1
II HISTORICAL DEVELOPMENT OF THE TEACHING OF ECONOMICS IN HIGH SCHOOL	5
III SURVEY OF TEACHING ECONOMICS IN HIGH SCHOOLS OF MASSACHUSETTS	8
IV METHODS OF TEACHING ECONOMICS IN HIGH SCHOOLS OF MASSACHUSETTS	23
V PREPARATION OF THE TEACHER	34
VI WHY ECONOMICS IS NOT BEING TAUGHT	40
VII SUMMARY AND CONCLUSIONS	46

INDEX OF DIAGRAMS OR CHARTS

	Page
1. Questionnaire Used	4
2. Letter Accompaning Questionnaire	
3. Number of Schools Teaching Economics	9
4. Year In Which Economics Is Taught	10
5. Length of Economics Course Given	10
6. Department In Which Economics Is Given	11
7. Points Or Credits Given For Economics Course	12
8. Place of Consumer Education In Economics Course	13
9. Texts Used In Teaching Economics	14,15,16
10. Teachers Evaluation Of Economics For High School Students	18
11. Use of Textbook In Teaching Economics	25
12. Use of Reports In Teaching Economics	26
13. Use of Class Projects in Teaching Economics	29
14. Use of Current Events In Teaching Economics	30
15. Courses Taken By Teachers Of Economics	35,36
16. Degree And Hours Of Credits Of Teachers Of Economics	37
17. Reasons For Not Teaching Economics In High School	41

CHAPTER ONE

PROBLEM OF STUDY--ITS NEED AND VALUE

CHAPTER I

PROBLEM OF STUDY--ITS NEED AND VALUE

It has long been the feeling of the author that at least one High School course in Economics should be the required training of every boy and girl who graduates from our secondary school system.

There is no argument with the knowledge that we have long since passed from the standard of living where individual efforts and achievements were sufficient for an individual's welfare, into a world where cooperative efforts are needed to meet our present and future standards of life. These cooperative efforts are not sufficient if confined to the immediate community in which the person lives, they have a statewide, nation wide, and more and more are coming to have a world wide interchange. For that reason then, the individual must have a broad basis of insight into the social, political and particularly the economic activities that underlie the activities and exchanges of the whole of society.

Our country has in the past few years come into a position of world leadership whether as individuals we are interested or not and in order to satisfactorily maintain this position and not fall a prey to foreign ideologies which

are in sharp contrast to our American traditions each individual citizen should have a basis of understanding the meaning of trends and attitudes of events as they occur in the world. We can maintain this position in the world only as long as the individual voting members of the citizenry have the ability to discern the motives behind the stated aims of each candidate for public office among the long list of names between whom they must make a choice. Each person must not only be trained to pick the right candidate but they must also be trained to weigh the value of legislation proposed in the various legislative chambers, local, state and national, in order to maintain a check on the officials they have elected to represent them.

It is the belief of this author that since our complicated civilization moves on a balance of economic needs and motives coupled with the ambitions of individuals, businesses and governments that each child in school needs at least an introductory course in the fundamentals of the laws governing the economic world. It was with this belief in mind that the present study was undertaken.

In order to make the study, a questionnaire was planned based on the ideas and queries that grew out of teaching an elementary course in economics in the second year of the high school course. Each question used was the result

then, of an interrogation in the mind of the author as to what other teachers and schools were doing under the same or similar conditions. It was a desire both to improve the course as it was being given by the author and the curiosity to know how well the high school pupils of Massachusetts were being briefed economically to fit into an informed citizenship when they became voting members of society.

The questionnaire follows.

Questionnaire concerning the Teaching of Economics
in the High Schools of Massachusetts

1. Is Economics taught in your High School? Yes___ No___
If so:-
 - (a) In what year _____
 - (b) Is it a whole or half year course _____
 - (c) Is it part of the Social Science Course _____
 - (d) How many students took Economics this year _____
 - (e) How much credit toward graduation is given _____
 - (f) Is it required or elected _____
2. What text is used _____
3. What method or methods of teaching are used _____

 - (a) Follow the book closely _____
 - (b) Individual reports on various topics _____
 - (c) Book reports _____ If so, how many _____
 - (d) Talks by qualified men and women of the community _____
 - (e) Projects set up by the students _____
If so, would name successful ones _____
 - (f) Class trips _____
If so, what places _____
 - (g) Is a notebook required _____
 - (h) Do you have debates or forum discussions _____
_____ Which are most successful _____
4. Are current economic events stressed _____

 - (a) How often _____
 - (b) What is the source of information _____
5. Is Consumer Economics stressed _____
6. Qualifications of teacher _____
 - (a) Did the teacher have an Economic Major in College _____
 - (b) An advanced degree _____
 - (c) Did the teacher have some Economics in College _____
 - (1) Number of hours _____
 - (2) Courses taken _____
7. If no Economics is given, why not _____
8. What is your feeling of the value of Economics to the High School students? _____

CHAPTER TWO
HISTORICAL DEVELOPMENT OF THE TEACHING OF ECONOMICS
IN HIGH SCHOOLS

CHAPTER TWO

HISTORICAL DEVELOPMENT OF THE TEACHING OF ECONOMICS IN HIGH SCHOOL

The question also arose in the mind of the author concerning the historical place of economics in the high school curriculum.

Very little data could be found concerning the introduction of economics as a separately organized subject in the secondary schools. Of the few books mentioning the subject one written by Bining, Mohr and McFeely entitled, Organizing the Social Studies in Secondary Schools gave the most information.¹ A condensation of Chapter ten entitled, "Economics" follows.

In the period of the "Jacksonian democracy" when many social, political and economic changes were taking place throughout the country a few schools introduced a course known as political economy.

In other schools aspects of economics were included in the course of moral philosophy. The stress was put upon the importance and the greatness of the state and not upon man and his relationship in the world about him.

In 1857 Massachusetts passed a law requiring the teaching of political economy, but in spite of the law it was

¹ Bining, McFeely and Mohr, "Organizing the Social Studies in Secondary Schools." (McGraw Hill Book Company, Inc., 1941).

not until after the Civil War that many schools offered the subject. Increasingly after the war with the growth of industry and the problems brought about by the rise of "big business" political economy was introduced in the larger schools. It was taught as a dry, tedious study of theory. Texts were usually condensations of John Stuart Mill's "Principle of Political Economy". By the end of the century such texts as F. A. Walker's "First Lessons in Political Economy" were in current use. If any reference work was required the writings of Adam Smith, John Stuart Mill, R. T. Ely, and Alfred Marshall were used.

The early part of the twentieth century brought changed views regarding the teaching of the subject in the secondary schools. "Political Economy" as a title was changed to "Economics" and more and more attention was paid to economic problems and individual applications of the subject. After the first world war definite attempts were made to design high school courses so as to present the fundamental principles upon which the economic life of society is based. Stress was put on giving to the pupils an understanding of the economic aspects of the world in which they had to live.

The authors went on to show that the teaching of the subject was in the hands of three groups of instructors,

which was also found in the answers to the questions of this study. These three groups were: (1) Commercial, which included aspects of economics within the scope of business education; (2) Home Economics, including treatment of budgetary problems and the education of the consumer; and (3) Social Studies, which was important in aiding to prepare pupils directly for citizenship in a democratic society. This division operates against the creation of a uniform policy of teaching economics in secondary schools. Courses in commercial departments include many subjects from economic geography to cost accounting and business law. In home economics it suffers because it makes provision only for the women to become educated buyers and consumers. In the social studies there are many ideas as to what economic ideas should be taught, as well as to the time of teaching the subject and its presentation. Many administrators and teachers stress a study of economic problems and place increasing emphasis on consumption and the education of the consumer rather than on a concentrated study that would include the divisions of production, distribution and consumption. Many also insist that the value theory be replaced by the concept of social utility.

CHAPTER THREE

SURVEY OF TEACHING ECONOMICS IN MASSACHUSETTS

HIGH SCHOOLS

CHAPTER THREE
SURVEY OF TEACHING ECONOMICS IN MASSACHUSETTS
HIGH SCHOOLS

In order to study the teaching of economics in the high schools of Massachusetts one hundred questionnaires were sent out. The schools were chosen by taking every other town in the Educational Directory published by the Massachusetts Department of Education, beginning with the second name on the list. The second name was chosen as the starting point as that avoided the town in which the author was teaching.

The following eight points were asked concerning the teaching of economics:

1. Do you teach economics in your school?
2. Year in which the course is given.
3. In what department is it placed?
4. How many pupils took it?
5. What credit was given?
6. Is Consumer Education stressed?
7. What text books were used?
8. What is the teachers feeling as to the value of economics?

Sixty-nine of the questionnaires sent out were returned, of these one was a complete blank. Forty-two indicated

that some type of economics was taught while three merely said it was included in the subject matter of the school but gave no further information. Twenty-three said it was not taught. Of the forty-two that replied that economics was taught thirty-six answered every question on the list, the other six answered only part. Of the twenty-six who do not teach economics seventeen answered one or more of the questions.

NUMBER OF SCHOOLS TEACHING ECONOMICS

TAUGHT	NOT TAUGHT	INCLUDED IN SUBJECT MATTER	BLANK	TOTAL
42	23	3	1	69

From this information it is seen that forty-five of the sixty-nine high schools responding introduced their students to some form of economics.

The second question related to the year in which the course is given. Thirty-five schools answered this question. Of these, twenty-one reported it was taught in the fourth or senior year of the course, three that it was given in the third or junior year while only two teach it in the second or sophomore year. Nine schools reported either third or fourth year which would indicate either alternating courses in these years or that it was given as an elective

to the upper classmen.

YEAR IN WHICH ECONOMICS IS TAUGHT					
	Either				
YEAR	2nd	3rd	4th	3rd or 4th	TOTAL
NUMBER REPORTING	2	3	21	9	35

The length of the course was the next question. Thirty-four schools replied to this question. Of these twenty-one gave a full year's course, eleven gave a half year, one gave only one-third of a year, while one school reported economics as a two year's course.

LENGTH OF COURSE GIVEN IN ECONOMICS					
	TWO YEARS	ONE YEAR	ONE HALF YEAR	ONE THIRD YEAR	TOTAL
NUMBER OF SCHOOLS	1	21	11	1	34

Since the school reporting the two year course gave only one text in response to the questions on the textbook used and that of an economic geography and also commented that they thought, "Economics rather than economic geography would be a better high school course but I find it possible to introduce considerable economic principle and theory into this course.", it would seem that the two year course would need to be discounted.

In trying to find the place in the curriculum where

economics was given the question was asked if it was a part of the social science course. Thirty-three schools answered this question. Of these twenty-five indicated that it was placed in the social science department, five simply answered that it was not and three volunteered the information that it was part of the business course.

COURSE	DEPARTMENT IN WHICH ECONOMICS IS GIVEN			TOTAL
	SOCIAL SCIENCE	BUSINESS	NOT REPORTED	
NUMBER OF SCHOOLS	25	3	5	33

The next question concerned the number of pupils taking this course. Since this is a cross section of Massachusetts schools and the reporting schools ranged from a high school which reported having an enrollment of thirty-two students, to the largest city high schools, no idea of the proportion of pupils taking economics in the individual schools could be obtained. However, of the thirty six high schools who teach economics, their replies indicated that they reach three thousand and thirty pupils.

It was found that credit systems were so dissimilar that it was hard to evaluate the amount of credit given for the course. This would indicate that there is a need for some agreement throughout the state of names and values

of credits given for high school courses. Thirty-six schools answered this question and also three who had specified that economics was given as a part of another course. The following chart shows the distribution of the answers. It will be noted that some schools speak of points and others of credits.

NUMBER OF SCHOOLS AND NUMBER OF CREDITS OR POINTS
GIVEN FOR HIGH SCHOOL ECONOMIC COURSES

NUMBER OF SCHOOLS	NUMBER OF POINTS GIVEN	NUMBER OF CREDITS GIVEN	NUMBER OF POINTS OR CREDITS GIVEN
5	5	0	11
1	4	0	2
0	2-2½	2	4
4	1	0	0
1	½	0	1
0	0	1	0

The one school which reported no credits given also reported five hundred pupils taking a course called "economic education" in the sophomore year and added that it was considered invaluable. They also reported that business law and economics were given to the seniors but gave no data.

In reply to the question "Is Consumer Education Stressed?", forty-four schools answered the question. Referring to the chart it will be seen that the teachers reporting are evidently alert to the problems and needs of the consuming public. Twenty-four signified a definite stress in their courses of consumer education. Only two elaborated on their answers, one to say, a "unit" which is interpreted to mean one division of the course. The other said the main emphasis of the course was consumer education. Another six teach consumer education but give it no special stress. In six of the schools it is given as a separate course. These answers would indicate that all of the forty-four schools consider the education of the consumer worthy of special consideration.

DISTRIBUTION OF CONSUMER EDUCATION SUBJECT MATTER
IN THE ECONOMICS COURSE

	DO NOT TEACH	DO NOT TEACH	TEACH BUT NOT STRESSED	SEPARATE COURSE	BLANK	TOTAL
NUMBER OF SCHOOLS	24	4	6	6	4	44

There were sixteen different sources of textbook material listed by the teachers answering the question, "What text is used?" Only thirty-eight answered this question. Many of them giving a text name only or the name of an author, for this reason it has been hard to evaluate

this question. One replied "many", while another said, "no basic text, but much reference material". The following chart gives the range of textbooks. Since some of the answers were so indefinite it has not been possible to show all the textbooks used.

TEXTS USED IN TEACHING ECONOMICS		
TEXT	AUTHOR	NUMBER OF TIMES REPORTED
Economics for Our Times-----	Smith and Patterson	10
Economics for Everyday Life---	Goodman and Moore	6
Applied Economics-----	Dodd, Jansen and Stephenson	4
Consumer Economic Problems----	Wilson and Shields	3
Fundamentals of Economics-----	R. O. Hughes	2
Economics-----	Torey and Runge	2
The Working World-----	Corbett, Colvin and Greenman	1
Today's Problems-----	R. O. Hughes	1
Economic Geography-----	Staples and York	1
The Monograph-----	Briggs	1
Problems of American Democracy	Patterson, Little and Burch	1
Building Citizenship-----	R. O. Hughes	1

Three books were picked at random as samples of the texts used in the schools surveyed. These books were:

Today's Problems ----- R. O. Hughes

Problems in American Democracy -----Patterson,
Little, Burch

Economics in Everyday Life ----- Goodman

and Moore

Each book was read carefully with the following six points in mind:

1. Pages of material
2. Readability for high school students
3. Illustrative material
 - Pictures
 - Charts and diagrams
4. Study aids
 - Chapter introduction
 - Study questions
 - Problems or activities
 - References
5. Table of Contents and Index
6. Appendix

The next chart shows the comparisons.

COMPARISONS OF REPRESENTATIVE TEXTS

Point of Comparison	Hughes	Patterson, Little Burch	Goodman and Moore
Pages	276 of 800 or 1/3 of total	341 of 779 or about 1/2 of total	483 pages
Readability	Simply expressed Important terms in italics Paragraphs in bold type, numbered	Easy reading-Paragraph headings numbered, bold type Important terms as subheads in italics	Interestingly written -Paragraph headings numbered, bold type-Important terms in italics
Illustrations	Numerous good pictures Charts - good Diagrams - good	Pictures-few but good Charts-few, one heading each chapter Diagrams-very few	Pictures, profusely illustrated -Charts "Aid to Study" with each division Diagrams all in line drawings

Point of Comparison	Hughes	Patterson, Little Burch	Goodman and Moore
Study Aids	Summary beginning each chapter Introductory study questions begin each chapter "Names we should Understand" at end of each chapter Interesting Problems and Projects end of each chapter, including debate topics Long list references including fiction.	Chapter introduction--Objectives in italics beginning each chapter Questions end each chapter--Word study list Application and interpretation questions end each chapter--Suggested activities Collateral Readings--Advanced Readings--General Bibliography end of book	Aims begin each chapter Preview questions begin chapter Summary review questions end chapter--words and phrases Questions on chapter Exercises for study Problems for further discussion and things to do Bibliography end of book, divided into chapters
Table of Contents	Chapter title with section divisions	Chapter title	Chapter title
Index	9 pages	21 pages very complete	5 pages
Appendix	1. Constitution 2. U.S. Populations--City Populations	none	none

There is naturally great similarity in the format of all text books. The three picked were no exception to this. Referring to the chart it will be seen that the two problems books gave roughly one third and one half of their contents to economic matters.

There was no doubt that the economics text by Goodman and Moore was the superior of the three, its text was written

in an easy understandable prose, with each chapter subdivided by numbered bold faced type paragraph headings which constituted a ready made topical outline for the student. With the aid that this book gives it ought to be possible to do a commendable teaching job even if the teacher were not particularly trained in economics, as most of the teachers reporting were not. The book was profusely illustrated with excellent photographs, line drawings and charts all of which add to the ease of understanding the text material. It excelled also, in supplementary study aids both at the beginning and end of each chapter in addition to chapter summaries at the end of each chapter.

A choice between the other two books was not hard to make. The Hughes book had several features that made it the better of the two. First, the many illustrations, charts and diagrams so much excelled those of the other book that this feature alone would make it the choice. A second feature of the Hughes book was the inclusion of lists of fiction with the suggested readings in economics at the end of each chapter. There were thirty-five more pages devoted to economics in the Patterson, Little and Burch book but the text devoted less space to the fundamental definitions of economic terms than did the Hughes book. Much previous knowledge was taken for granted by the Patterson, Little and Burch book, for example; it's economic section

starts in abruptly with a discussion of "The Rise of American Manufactures" in it's first economic chapter called, "Growth and Control of Big Business." The Hughes book on the other hand, begins it's economic section with a chapter called "What We Have to Build On" with the first section called "What is Economics?". Hughes then devotes this whole first chapter of thirty-two pages to basic information leading to his second chapter on "How Business is Carried On." In other points there was little choice between the two books, the Index of the Patterson, Little and Burch book was the more complete but the Table of Contents of the Hughes book was more detailed.

The author was anxious to find how other teachers felt about the value of teaching economics, so the last question in this series was "What is your feeling of the value of economics to the high school student?". The following chart indicates the replies received.

THE VALUE OF ECONOMICS TO HIGH SCHOOL STUDENTS

	Valuable	Qualified Value	Doubtful Value	Blank	Total
Number Reporting	30	5	3	7	45

As indicated by the chart all but seven of the schools answered this question, many of them quite fully. It would seem that those who did not answer directly in the affirmative feel that phases of economic education are necessary for three stated definitely that consumer education was necessary

and the other four qualified their answer. One of these said, "Only as an exploratory course. Most valuable to commercial students as a practical tie in with Junior business training. Economics at the high school level must be kept at the elementary or basic training course rather than become too theoretical. For this reason one-half year is enough." This answer would indicate that this particular teacher felt much the same in regards to the course as do the ones who did not qualify their replies.

Replies from others who were doubtful read, "too dry", "little over the ability of high school" but this reply also said "one father is studying the book at home. He thinks it has valuable information that he never knew about." If there ever was an argument in favor of economics being included in the curriculum that answer seems to be the answer. One teacher was in favor of "an orientation course only" for he thought the material could be covered in other courses. The most startling answer stated that economics "had very little value in this community". One is forced to wonder at the breadth of education being received in this particular community and at the interests of the teachers involved if economics starts or stops at the borders of one little community.

Most of the teachers who took the trouble to write at length were emphatic in their approval of the course, using such terms as "Valuable", "essential", "definite need",

"decided value", "very necessary". One went so far as to say, "Should be required--even more important than American history". Another added, "This day of the world...it is a very important subject. Few people know anything about it."

In another school it did not appear to be dull for the teacher said, "There is really something practical for the pupil in which he appears interested."

From another school, "Very important--I would like to have it required of every pupil. This seems to be impossible for college groups. It is required for General and Commercial." This answer brings up the controversial subject of the rigid requirements asked by the colleges of high school which has no place in this discussion, but it suggests the thought of at least one high school teacher on the matter.

A new thought was injected by this answer, "Of decided value--particularly to those going to college. Have also had favorable reaction to it from those going into service who found it helpful in basic courses."

Another teacher says, "personally believe it's value should be more fully stressed. Students of the high school are not mentally awake to the problems of economics and should be."

The attitude of the teacher is called into question in this answer, "I think economics has a real value to the

students so long as it deals in subject matter that has obvious utility for them and so long as the teacher teaches it with enthusiasm." Evidently this teacher was not teaching it with enthusiasm." Evidently this teacher was not teaching it with enthusiasm or she would have been able to find obvious utility in all phases of a subject that deals definitely with the making of a living.

The teacher who wrote this next quotation must have had economics added to her curriculum without any special desire for it for she says, "It is invaluable but many second year students are not mature enough. It has to be adjusted to their level and takes quite a bit of adjusting." This is unfortunate for the author has found that second year students are in the mood to find out how the business world moves and are constantly exclaiming that they knew that but never thought of it before.

Several teachers spoke of definite relationships for pupils. One said, "Seems to make them more aware of conditions which face them as citizens of the town." Another says, "the value of economics is quite evident since it involves the daily events of making a living and getting along with our fellow men." While a third said, "Valuable-- makes students aware of and familiar with present day economic problems--a knowledge necessary to intelligent citizenship. May help the private lives--knowledge of investments, labor unions, consumer economics, insurance,

banking, etc."

Some teachers saw the value only as related to other courses, not to life itself." It gives a basis as an understanding for further study in college in business administration, it should be valuable. As a terminal course in the commercial curriculum it is difficult to evaluate. "Those who have gone on to college or business schools have found it valuable." Another answered, "consumer education should be stressed. Of tremendous importance to so many girls who marry soon after leaving school."

Taken as a whole the comments indicate without any question that at least thirty-five of the teachers reached had no hesitancy in saying that they considered economics a valuable study.

CHAPTER FOUR

METHODS OF TEACHING ECONOMICS IN MASSACHUSETTS HIGH SCHOOLS

CHAPTER FOUR

METHODS OF TEACHING ECONOMICS IN MASSACHUSETTS HIGH SCHOOLS

Probably the most important question in the mind of the author was how the course was conducted by other teachers in the state. In order to obtain this knowledge eight subheads were planned under the general heading of "What Methods of Teaching are Used?" These eight subheadings were:

1. Do you have debates or forum discussions? Which are most successful?
2. Follow the book closely?
3. Individual reports on various topics?
4. Book reports----If so, how many?
5. Talks by qualified men and women of the community?
6. Projects set up by the students---If so, name successful ones.
7. Class trips, if so, what places?
8. Is a notebook required?

When the questionnaires were studied it was found that many answering checked only one or a few of the points thus leading to the belief that many teachers used very few devices or variation of method.

Thirty two schools answered the general question as to method used. Of these eleven reported straight question and answer recitations, seven said they used discussions, three reported a unit method of presentation but did not elaborate as to how the unit was conducted. Only two said that the course was conducted by the lecture

method. One reported the use of printed assignments, while another spoke of movies and workshop with the word "map" in parenthesis. Several spoke of using charts and diagrams. One wrote quite fully as follows, "Lecture, question and answer. I try to get them to think. I stress the folly of wastefulness. I have interesting discussions and some individual research." This answer was particularly interesting as a later question revealed that this particular teacher had only one preparatory course called "political Economy" but held a Master's Degree in Foreign Languages.

The first sub heading asked if debates and forum discussions were used. In reply to this, nine answered "no" or left the answer blank, while eight replied in the affirmative with no answer to the subheading asking which was the most successful. Of the ones who enlarged upon the subject in their answers only three said that debates were the most successful, while seventeen regarded the discussions as their most successful type of recitation. Of these two said they used a combination of both and one added that forum discussions were best, "because of informality possible in a small group." Three other answers gave the following information, "none too well done", "labor problems brought the best results" while the other one said "subjects such as budgeting or taxation worked out best."

In answer to the question, "Do you follow the book

closely?" nineteen answered that they did. Five said they did not follow the book and ten left the answer blank. Of the other ten many varied responses were given, some of which follow; "only as an outline", "use the book", "it is covered", "only selected topics", "in some sections but seldom", "for home work".

USE OF THE TEXTBOOK

	Follow text	Do not follow text	Varied	Blank	Total
Number Reporting	19	5	10	10	44

Thirty two schools reported that individual reports by the pupils were required, the remainder of the questionnaires left the question blank. None of them told whether these individual reports were in the form of required papers or were reports prepared and shared with the remainder of the class.

Book reports do not seem to be generally used. Sixteen did not answer the question, sixteen said that none were required, two of the latter explained that there was not time enough. Twelve schools said they used book reports. Of the twelve, one did not give any further information, one said four or five, one said two and one said that two were required if the course was taken in the twelfth grade. Two reported "it varies" or "occasionally". One said "special

articles" were used. One school said "for extra credit as desired". The most significant answer in the viewpoint of the author was "criticisms of pamphlets put out by organizations, advertisements, editorials." This answer would seem to be giving the valuable type of training which would aid the youth in evaluating the flood of free material with which every teacher is engulfed and which is constantly being directed at the people of the country thru advertisements and radio material. But only one school reported they were attempting to do anything about the situation. It is to be hoped that the individual reports mentioned in the preceding paragraph would deal with this type of material but if reports only are given and no program of criticism is used the author would feel that the pupils are being trained to accept without question the biased propaganda material of all descriptions which are currently published in many magazines and circulated free to any and all takers.

USE OF STUDENT REPORTS IN TEACHING ECONOMICS

Reports				Book Reports			
	Yes	Blank	Total	Yes	No	Blank	Total
Number Reporting	32	12	44	12	16	16	44

In answer to the query "Do you have talks by qualified men and women of the community?" only eight of the entire

group answered in the affirmative. All of the rest of the papers were blank, indicating that the resources of the various communities were not being brought into use in the schools in this particular subject.

Three different questions were asked with reference to class projects, the first being if any projects were set up by the students. In answer to this, fifteen left the question blank and twelve said they had none making a total of twenty seven that had no projects of any kind. Of the seventeen that have projects, one answered "Occasionally" but did not elaborate farther. One school which did not give economics as a separate course but included in "American Problems" answered that they used mock trials and charts on town government. Neither of these sound like economics unless the town government charts are of the finances of the town. Of the remaining which listed projects most of them sounded more of the nature of special reports or term papers. These may be listed as follows; (1) money and taxes, (2) study and development of railways, (3) advertising, (4) budgeting, (5) buying a house, (6) posters, charts and diagrams, (7) two gave survey of the working conditions in town, (8) reports on occupations, (9) collection of index numbers, (10) two reported local taxes, (11) labor, (12) insurance program, (13) housing in neighborhood. One reported "too numerous to mention and one simply checked "yes". From this list it can be seen that there is no uniformity of

material stressed throughout the state only two subjects, taxes and working conditions and wages in the local community were reported as being used more than once as a special project among the group reached in this study.

Another part of this query referred to class trips. Thirty two of the answers either answered "no" or left the answer blank which is interpreted as a "no" answer. One said simply, "not often in a small town" while another reported that no trips were taken as a class project but some pupils on their own responsibility had visited such places as; Broker's Office, Social Security Office and Banks. Of those who used class trips five gave a general answer of factories, two had gone to banks and stock exchanges. Other trips mentioned were to: newspaper plants, Veteran's housing project, telephone company and town meeting. All teachers realize the difficulties involved in a class trip, such as, permission from the school office, upsetting of other class schedules, transportation, chaperonage so that it is not surprising that few teachers were availing themselves of this very valuable method of teaching, the surprising thing was that so many visits as were reported were made.

The third part of this question referred to notebooks. Only nineteen or less than half of the schools require notebooks of their students. Only three answers here were of any particular significance; one said, "yes, but not detailed",

while two schools used a workbook.

CLASS PROJECTS USED IN TEACHING ECONOMICS

Type	Projects			Trips			Notebooks		
	Yes	No	Blank	Yes	No	Total	Yes	No	Total
Number	17	12	15	12	32	44	19	25	44
Reporting									

The third main division of the question on methods of teaching used concerned the use of Current Events. In answer to this question only one paper left the question unanswered but this paper also left nearly all the other questions unanswered. Two schools reported that Current Events were covered in other courses. The remaining forty one papers all answered in the affirmative. Of these three answered in a vague way as; "all the time", "several days a month" or "every week or two". Four reported that they were used daily as a part of each lesson, fourteen have weekly current event periods and nine replied with some such statement as; "as events warrant", "whenever possible", "as often as necessary", "whenever something of vital importance is in the news". These last statements lead to the doubt if the current-event material used is strictly economic news or if the time is spent in discussing whatever is headlined by the newspapers on that particular day. If the course in economics is to be of practical value to the student in his later adult thinking guidance in the evaluation

of current economic trends and legislation would seem to be of prime importance

THE USE OF CURRENT EVENTS IN ECONOMIC CLASSES

	Daily	Weekly	Occasionally	Total
Number Reporting	4	14	22	44

A subhead of the question concerning Current Events asked the source of the material used. Two did not fill out this question. Twenty three gave an all inclusive answer saying, newspapers, periodicals or magazines and radio. One each added, government and financial reports and television. The fourteen replies that gave a more detailed answer showed a complete lack of uniformity of material. The following were listed; Time, Readers Digest and The Weekly News Review each three times, The American Observer twice, while Scholastic Magazine, World News, New York papers, Our Times, Saturday Evening Post, Consumers Research, U. S. News, Brookings Institute Reports and Industrial Plant Publications were each listed once. Only one school spoke of using editorials.

Of the periodicals listed only two, Brookings Institute Reports and Consumer Research would seem to be devoted exclusively to problems of an economic nature. It is hard

to classify the Industrial Plant Publications for the articles in them are ordinarily promotional articles, which, while they may be of much value from a sociological understanding of the workings of an individual industry, seldom are of a general economic value. Unless the pupils were instructed to find specific material on a subject such as taxes it is to be questioned if the ordinary high school student would have time or ability to sift economic material from the daily newspaper, unless the topics were confined to the financial pages. Most of the magazines listed are of general news coverage so again, unless specific directions were given, it sounds as if the current events covered were of a general news type rather than of specific economic value.

EVALUATION

In evaluating the methods of teaching used in this cross section of economic teaching used in this study it would seem that most of the teaching is of somewhat of a formal nature. Many of the teachers are using and finding valuable the discussion method of teaching. This is undoubtedly only an elaboration of the traditional question and answer method for no teacher mentioned any student responsibility for the class work. There is no question about the value of a general discussion if the teacher serves only to introduce the subject and act as a referee, provided the

discussion is truly general and not monopolized by the more vocal members of the group. Discussion provides for thinking at the critical moment instead of mere rote learning and so accomplishes one of the valuable reasons for giving a course in economics.

It would seem that most of the schools are stressing independent research of a sort for thirty-two reported the use of individual reports. Book reports were not used extensively, which is not strange for purely economic writing at the level of high school students is scarce. However, biographies and novels with an economic theme could be used.

One excellent source of material is being very poorly tapped, for only eighteen schools used the men and women of their communities to speak to their classes. Seldom does a person in business or public position refuse an invitation to visit a classroom. Not only is it a wise political move on the part of an elected official to appear before potential voters but it is also an effective way to impress the parents of the pupils. From the standpoint of the school it is a way for the schools to secure more active cooperation from the leaders of the community, few of whom would ever have visited the schools otherwise. The author has never found a community so small but that there were some people in it who had some special information that would be of value to high school classes.

What other teachers were doing in the way of projects was one thing this questionnaire was planned to find out. However, little help was gained. No project was listed that was said to take the form of an activity except perhaps a few class trips and the making of notebooks by less than half of the schools. The projects listed seemed to be more of the nature of problems studied thru class discussion with the class coming to a mutual solution. The normal representative list of topics was used.

The reports on the use of current events were disappointing. Only three schools reported the use of what might be termed strictly economic material for their source material. If the current events period is used as a discussion of headline events only, without stress on the economic interpretation, then the period would seem to have been wasted as far as the time set aside for economics is concerned.

Finally then, it seems that economics teachers are using the usual ways of discussing a content subject with little or no use of the resources of the community in which they are located to enrich the class. They seem to be fairly conscious of the need of a tie in with national and international events but do not seem to be interpreting these events in a strictly economic sense.

One teacher spoke of the lack of time which may be the answer to the lack of originality and initiative shown in the answers.

THE
JOURNAL OF
THE
NATIONAL
ASSOCIATION
OF
EDUCATORS
OF
CHILDREN
AND
YOUTH
OF
THE
UNITED
STATES
OF
AMERICA
PUBLISHED
BY
THE
NATIONAL
ASSOCIATION
OF
EDUCATORS
OF
CHILDREN
AND
YOUTH
OF
THE
UNITED
STATES
OF
AMERICA
NEW
YORK
1911

CHAPTER FIVE

PREPARATION OF THE TEACHER

CHAPTER FIVE

PREPARATION OF THE TEACHER

It is almost universally conceded that knowledge of subject matter is one of the most essential qualifications of a teacher and for this there is no substitute. With this thought in mind one question of the questionnaire was concerned with the qualifications of the teacher. The following questions were asked:

1. Did the teacher have an economic major in college?
2. Did the teacher have some economics in college?
 - a. Number of hours credit
 - b. Courses taken
3. Does the teacher have an advanced degree?

Of the forty-five who answered this question only nine had an economics major in college, four had an economics minor, three had a major in social studies, two had a history major. Of the remaining twenty-seven, three left the answer blank while twenty-four said they had neither a major or a minor in economics. These results are summarized in the following table.

COLLEGE PREPARATION FOR TEACHING ECONOMICS

Economics Major	Economics Minor	Social Studies	History	Neither Major or Minor	Blank	Total
9	4	3	2	24	3	45

This report sounds most discouraging for the quality of teaching being done in economics in our high schools. The discouraging outlook was somewhat mollified however when the questionnaires were checked for courses taken in economics as electives. Many of the teachers were found to have had one or more isolated courses.

In answer to the question regarding the courses taken in economics thirty-three had had courses, eleven left the answer blank. One reply was hard to understand. The school in question gave only one course entitled, "Consumer Education" and the reporter consented under the heading of "courses taken"..."not much connection with consumer education!!!" The underlining and punctuation is quoted exactly. How consumer education can be given without some knowledge of marketing and kindred phases of economics is hard to understand.

Ten of those who checked they had courses gave no further details, so that from only twenty-three schools are there details as to the courses taken in preparation for teaching economics.

Economics Courses Taken in College By Teachers Reporting

Course	Number Reporting
Elementary Economics	12
Money and Banking	6

Economics Courses Taken in College By Teachers Reporting(con't)

Course	Number Reporting
Economic History of the United States	5
Finance	4
Transportation	2
Foreign Trade and Tariffs	2
Human Nature in Industry	1
Social Psychology (business)	1
Principles of Marketing	1
Labor Relations	1
Economic History of Europe	1
Teaching Economics in High School	1
Research in Economic Problems	1
Statistics	1
Taxation	1
Seminar in Economic Thought	1
Business Cycles	1
History of Economic Thought	1
Philosophy of Economics	1
Agricultural Economics	1

It can be seen that only twelve teachers had a college elementary course in economics. From that it is inferred that of the schools reporting the teaching of economics only twelve out of forty-five had teachers giving it who

had had a preparatory course covering the whole elementary field of economics. The ten who checked they had had courses, but gave no details, must not be forgotten for five of these said they had an economics major, one an economics minor and one a history major. Adding the six who had had economics brings the total of teachers with elementary economics preparation to only eighteen or two fifths of the total. The special courses reported by the remaining teachers is of value certainly, but it would seem that there were vast gaps in the training of many teachers for the handling of the whole subject of economics.

The following chart attempts to show the individual training of the teachers who reported that they taught economics.

TYPE OF DEGREE HELD BY TEACHERS TEACHING ECONOMICS

Degree and advanced degree in economics	3
Degree with minor in economics	3
Degree in history or social science	4
Degree and advanced degree not in economics	12
Degree only no data given	8
Total	30

No comment need be made regarding the teachers who had either a major or minor in economics for it is taken for granted their background for teaching the subject is adequate.

Of the remaining twenty-four teachers reporting four indicated they had had some courses in economics but answered only with a question mark the amount of work they had taken. The range of credit hours of the remaining twenty teachers was from one course to ninety hours reported by a teacher who had an advanced degree in Social Studies. It would seem as if several of the teachers had a college major in a combined course called Social Studies which included courses in history, economics, sociology and psychology. If this combined course, which is evidently planned to train teachers in the whole field of social studies, were well balanced then those teachers would be prepared to teach one course in high school economics.

CONCLUSION:

Taking the answers regarding teacher preparation as a whole there arises serious doubt if the youth of the state are being prepared to evaluate wisely the economic problems they will meet in their individual lives as adults and to a greater extent to solve the challenging affairs of their communities or their states or nation to say nothing of the relationships of the world. It seems as if the wise solution of these problems is of vastly greater moment than the study of several courses of mathematics or languages in high school. Peace in the world depends to a large extent on the understanding of the economic relationships between

communities in the local areas and the world as a whole. How can the next generation solve these problems except by trial and error (which so often leads to war) if they are not at least well introduced to the economic principles which are one of the main bases of relationships between nations? It would seem as though the grounding in these principles should be given by teachers who have had more than a smattering of training in the subject. It is not contended that one course in high school economics will train a generation of economists but it will at least give a trend to thinking and prepare for a somewhat intelligent evaluation of public measures that is greatly needed. It should give an understanding of at least elementary economic terms. It should encourage them to think for themselves in considering facts and drawing conclusions. It should provide them with a general understanding of production, distribution and consumption of goods in the society of the world. Most important of all it should give pupils the urge to apply economic principles to the understanding of governmental agencies in order that they may know the truth or falsity of arguments concerning public questions.

To give this type of training to the youth of our country it would seem that the ones in charge of the training should be better prepared than the majority of the teachers answering this questionnaire seem to be.

CHAPTER SIX

WHY ECONOMICS IS NOT BEING TAUGHT

CHAPTER SIX

WHY ECONOMICS IS NOT BEING TAUGHT IN THE HIGH SCHOOLS

In checking this question the twenty-four schools reporting that they did not teach economics were the basis of the results plus the one blank.

The question as asked on the questionnaire was, "If no economics is given, why not?" Six schools checked that they did not teach economics and filled out none of the other questions. One asked, "why should we?" and to the next question as to the value to high school students replied "valueless." This made a total of seven that gave no help on the question.

The remaining answers are classified as follows; two said that limited facilities of the high school especially in the teaching staff do not permit. Eleven schools felt that it could be better handled as a corollary of some other subject. Problems of Democracy was mentioned by eight as the place for economic training, two felt that the general business course and consumer education courses were the place for it while one said it could be better handled in the history course. In criticism of the general business or consumer education courses the author wonders if a large group of the high school enrollment take these courses. In most schools these courses would mean an exposure to economics of only a limited number of the students.

It is also to be questioned whether a busy history teacher struggling to cover the years courses in any of the history subjects has time to stress economics movements since most history courses are geared to political considerations.

One school mentioned that while they did not now teach economics they were considering it for another year, but as consumer economics only. One large school made this report, "sufficient pupils have not elected it. Personally, I feel there are other subjects which are much more important to high-school students. If sufficient pupils elect the subject next year, it will be given." The wording of this answer sounds as if it were written by the person in charge of the high school and it is to be doubted if the subject is given next year if the enrolling officer sees no importance in the subject.

REASONS FOR NOT GIVING ECONOMICS IN HIGH SCHOOL

Limited Facilities	3
Better handled in other courses	12
In Problems of Democracy	9
General Business or	
Consumer Education	2
History	1
Other courses more valuable	2
Considering teaching next year	1
Valueless	1
Blank except "no, do not teach"	6
Complete blank	1
TOTAL	25

It would seem then, that some economic thought is being presented in all but a few of the schools which were surveyed. Only ten of this group of schools reporting they were not teaching economics as such seem to feel that the material is not valuable. The question seems to be the relative position of the information, whether to give a separate course or to hope that it is covered incidentally in a related subject. Again the feeling comes that the teaching of economics in the history course is necessarily very limited. Both a business course and a consumer education course would cover only a limited area of the economic field. The problems of democracy course has so many possibilities that economics could be completely overlooked or could be stressed according to the interests, natural bent and training of the teacher, it being assumed that the teacher had some freedom in the building of the course. For these reasons then, it must be assumed, even if the reports say economics is given in other courses, that the amount of economic training in these twelve schools is very meager. This leaves thirteen schools where, as far as reports go, economics is not stressed at all. Thirteen schools if only one fifth of the schools studies, which would mean that four fifths or fifty six of the schools reached in this survey gave training in economic fundamentals.

The comments of those who do not teach economics are

worthy of consideration. The one who said, "valueless" has been noted. One wonders how this particular teacher manages to live and go about normal living conditions in a world of wages, taxes, consuming and housing without finding any connection between economics and life! The teacher who believed it could be better taught when correlated with history commented, "Too difficult and academic for practical use or ability of students." But these same students are presumably engaged in everyday transactions of buying, and possibly earning some wages during their school life, most of them perform immature attempts at saving and putting to the best use of their wages or allowances and should be getting an insight into their security for the future. Another spoke of the difficulty of the subject in this way, "very elementary study is valuable, anything else is beyond high school students". Again the answer does not seem valid for high school is not ordinarily considered the place for advanced study in any of its work. High schools, except possibly in strictly vocational subjects, do not attempt to give a complete grounding in the subjects studied. If the pupil goes on to college he is given further training in all of the courses he has had in high school and if high school is the end of his education then he should by all means have an introduction to the course

which is fundamental to his getting a living in his adult life.

Another comment was, "I think it has a place if staff is available and when curriculum is revised. "One paper tersely said, "Haven't enough faculty members", while another, "cannot be provided in small high schools".

Several brought out the idea of combining with the problems course as, "It is felt that a course in Problems of Democracy is more valuable. It definitely is valuable and should be offered if it can be fitted into the program". In another school, "Consumer Education and Problems of Democracy offered in its place. Both contain elements of economics." A small school offered this explanation, "We have an eighty pupil High School. We offer Civics, World History, U. S. History, Problems of Democracy as social studies; General Business, Consumer Education as Business-Social subjects. There is no need to add Economics as such under these conditions." It would sound as if the general business consumer education combination would cover most of the field of economics in this particular situation. Another reply said, "Dropped four years ago when U. S. History was placed in the Junior year and Problems of Democracy made a requirement in the Senior year." Those who are familiar with the requirements of the Massachusetts law

that Civics and U. S. History must be taught and with the almost universally accepted course of problems of democracy in the senior year can readily see how difficult it would be to include economics in a small school setup, particularly if it is felt that one year should be given over to a survey course in world history. But economics almost required requirement for understanding the development of our country in the required Junior U. S. History course and some economics certainly must be understood if the problems course is to cover a broad field of American problems.

CHAPTER SEVEN

SUMMARY AND CONCLUSIONS

CHAPTER SEVEN

SUMMARY AND CONCLUSIONS

It was found that forty-five of the sixty nine schools that returned the questionnaire were teaching economics in some form. Of these thirty-five have a regular course in the subject while the other ten teach it incidentally in some related course.

Of the thirty-four schools who reported one has a two year course, twenty-one give a full years course, eleven give it for a half a year and one gives a third of a year.

Thirty three schools reported on the department in which the course is given. Of these twenty-five place it in the Social Science Department, three in the Business Department while five answered that it was not considered part of the Social Science Department.

In the forty-five schools reporting there were approximately three thousand thirty pupils taking economics.

The points or credits given in the various schools for the economics course were so varied as to meaning that no exact evaluation could be made in answer to this question.

In forty-four schools it was found that Consumer Education was stressed in the economics course, six did not stress it and four did not try to teach it. Six

schools have a separate course in Consumer Education.

There were thirteen textbooks mentioned that were used as basis of the courses. One of these, "Economics for our Times" by Smith and Patterson being used by ten schools, "Applied Economics" by Dodd, Jansen and Stephenson four times and "Consumer Economic Problems" by Wilson and Shields was used by three schools. Two other books, "Fundamentals of Economics" by H. C. Hughes and "Economics" by Corey and Runge were each used by two schools. Seven other texts were used by one school each.

Thirty of the forty-four schools felt that economics was valuable to high school students. Five schools qualified their approval in some manner and two were doubtful as to its value. Four did not answer.

In summarizing the teaching methods used it was found that eleven schools used a straight question and answer method of teaching. Three use a unit method of presentation, two use the lecture method and one only, spoke of using printed assignments. The remainder of the schools who answered this question were vague in their replies.

Nineteen of the forty-four follow the book closely in their teaching. Five said they did not follow the order of the book while ten said their presentation varied. Ten left the question blank.

Individual reports are required in thirty-two of the schools. The remainder did not answer.

Book reports are used by only twelve schools. Sixteen said they did not require them, two saying there was not enough time. The other schools did not answer this question. One school reported the use of pamphlets put out by organizations, advertisements and editorials for criticism.

Seventeen teachers felt that discussions rather than debates gave them the best results. Three teachers preferred debates. Eight use the forum discussions and debates but indicated no preference while nine said they did not use them or left the space blank.

Only eight of the entire group used qualified men and women of the community to discuss economic problems with their pupils.

In the use of class projects twenty-seven said they used none or left the question blank. Among the seventeen who used projects thirteen different things were listed. One replied "too numerous to mention" and one simply answered "yes".

Twenty-three of the forty-four take no class trips. Listed by the twelve who took trips were such places as; banks, stock exchange, newspaper plants, Veteran's Housing

Project, telephone company and town meeting.

Current Events were used by forty of the schools. There is no uniformity of usage however, as twenty-two list them as used occasionally, fourteen as weekly and four as daily. Only two definitely economic sources of materials were used for the Current Events, these being the Brookings Institute Reports and Consumer Research Bulletins, each used by one school. Only fourteen gave the source of their Current Event material and these listed twelve different magazines in addition to the general source of newspapers and radio. One spoke of television. Industrial Plant Publications was given by one school.

Teacher preparation showed wide variations. Forty-two teachers answered this question and of these only seventeen had economics as a major in their undergraduate work and five as a minor. Five others had a Social Sciences major. Thirty, however, reported having had one or more courses in economics. Under the heading of "Courses taken" twenty one different courses were listed by the thirty-two teachers. Elementary Economics headed the list having been taken by twelve teachers. Money and Banking was taken by six while five listed Economic History of the United States.

Transportation and Foreign Trade and Tariffs were each listed by two teachers. Nineteen other subjects were listed by only one. It must be stated, however, that nine teachers did not give a list of subjects taken, only a summary of hours of credit.

Twenty-five questionnaires gave an answer as to why they did not teach economics. Of these six simply checked "no". Twelve schools felt that for them it was handled better in other related classes with the problems of democracy class mentioned nine times as the best place, general business twice and history once. Two schools felt that other courses which they did not mention were more valuable. One school said that they were considering teaching economics next year. Only one school was opposed to the course with the remark, "valueless."

CONCLUSIONS

The status of the teaching of economics in the high schools of Massachusetts as shown by the small cross section responding to these questionnaires shows a degree of interest which is commendable when we remember that economics is not one of the requirements for college entrance nor is it actively required by state law. The enthusiasm of the majority of the personnel who are conducting the courses also speaks well for the economic training of our youth except that too few of them are receiving the training.

It was also evident from the comments on the questionnaires that many schools are alert to the need of economic training and so are combining stress on economics in other courses when a regular course is not provided. In many places a unit of economics, a half or a full year is given at the same time as either American History or Problems of Democracy which can thus afford better interpretations of these courses. Or the school may omit the course in economics and give economic principles in other courses. It would seem as if the principles were important enough to merit being combined with other courses that they were important enough to deserve a course by themselves. The combination course would seem to cheat

the pupils of basic economic ideas and also to steal valuable time from the other social science courses. Few history or problems teachers would be willing to rob their already overcrowded courses to include economic backgrounds unless they were themselves firmly convinced of the underlying need for such material. The amount to be covered in the other courses is already too much for one years study so it is probable that it would be the economics that would suffer.

It would seem that a course, either a half or a full year, should be given at the sophomore level to give the basic background for the junior and senior years. Boys and girls at the sophomore level are keenly alert to their own economic problems. Their growing need of spending money for their own purposes makes them easily conscious of the similarity of their own financial struggles with the fundamental concept of man's struggle to make a living. The author has found this comparison an easy tie-in with the economics of production, distribution, marketing, banking, investments and other sometimes called dull theories. If given in the sophomore year then an understanding of the economic struggles and maturing economic leadership of the United States is much easier for the teacher to teach and for the pupils to understand. It also leaves time for

many phases of problems of democracy in the senior year which would need to be omitted if the time had to be used for a study of economic principles.

The almost total lack of the use of residents of the communities as speakers to the classes in economics was pitiful. It would certainly be recommended that teachers make more use of the sources of speaking material to be found within range of the schoolhouse. The use of the citizens of the communities as an enrichment of the course cannot be too strongly urged. It not only gives the benefit of practical experience to the pupils but it helps to build an active cooperation between the taxpayers and the school.

Approved by

Baron H. Lundberg

Philip C. Hamble

Robert S. Ledman

Date August 2, 1853

